



## Mossy Oaks Elementary

2510 Mossy Oaks Road  
Beaufort, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	443 Students	
<b>Principal</b>	Donald A. Gruel	843-322-2900
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Excellent</b>
2008	Good	Good
2007	Good	Good
2006	Good	Good
2005	Good	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

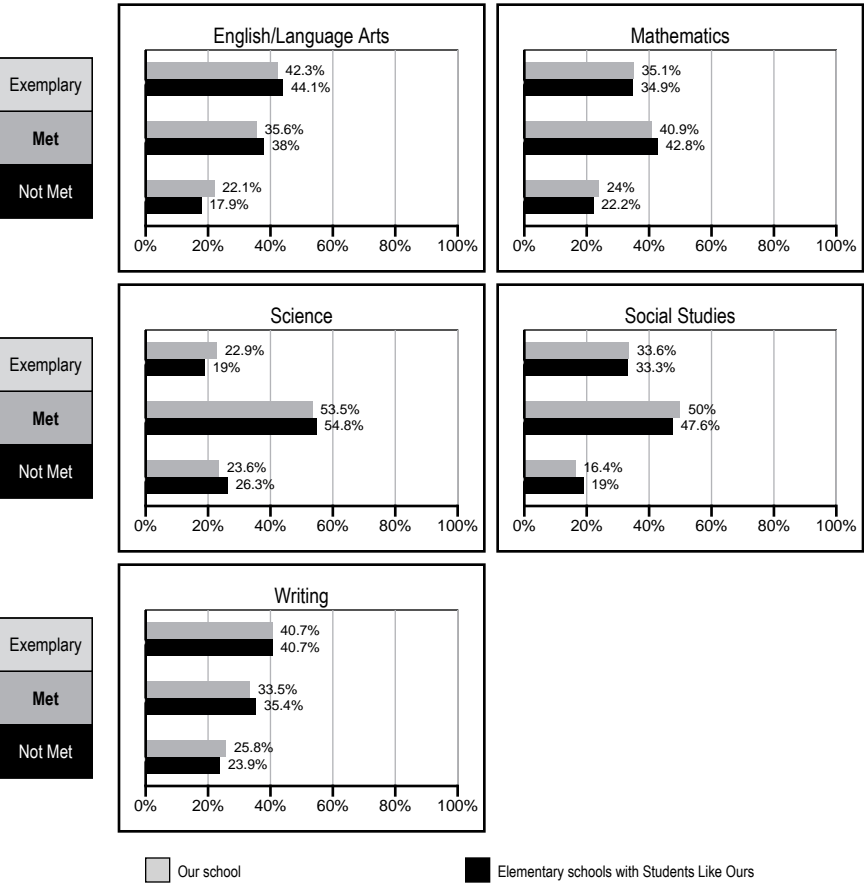
93.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
19	33	41	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=443)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.9%	Up from 3.6%	1.7%	1.9%
Attendance rate	97.1%	Up from 96.6%	96.4%	96.3%
Eligible for gifted and talented	21.5%	Down from 24.9%	14.7%	10.0%
With disabilities other than speech	7.2%	Up from 6.5%	7.2%	7.7%
Older than usual for grade	0.8%	Up from 0.3%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	67.7%	Down from 68.8%	61.3%	59.4%
Continuing contract teachers	90.3%	Up from 81.3%	83.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.3%	Up from 90.9%	88.7%	85.9%
Teacher attendance rate	96.5%	Up from 94.0%	95.1%	95.1%
Average teacher salary*	\$53,587	Up 0.7%	\$47,963	\$47,149
Professional development days/teacher	11.5 days	Up from 11.0 days	11.3 days	11.1 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 17.7 to 1	19.3 to 1	18.8 to 1
Prime instructional time	92.4%	Up from 89.7%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,527	Up 14.3%	\$6,963	\$7,458
Percent of expenditures for instruction**	68.5%	Down from 69.0%	69.0%	68.8%
Percent of expenditures for teacher salaries**	56.0%	Down from 67.1%	62.4%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

## Report of Principal and School Improvement Council

The 2008-2009 school year was an exciting time to be at Mossy Oaks Elementary School. Because of our high levels of academic achievement and high rates of student academic improvement, we earned the Palmetto Silver award for the fourth consecutive year. We also made Adequate Yearly Progress (AYP) as determined by No Child Left Behind legislation. The staff continued to spend time analyzing student achievement data, and we used this information to plan more effectively. We are fortunate to be able to provide a variety of programs to address individual needs of our students. Accelerated Reader, Everyday Counts Calendar Math, Math Facts in a Flash, Compass Learning, and Rhymes and Times are just a few of the programs that are used school-wide to ensure that students are receiving standards-based instruction that will help them be successful in school. Student learning was further enhanced by the addition of interactive white boards in most of our classrooms.

A highlight of the 2008-2009 school year was our participation in the "Read-A- Million Minutes" Project. Beginning on February 1 and ending on April 3 the Mossy Oaks Elementary School family read in excess of one million minutes. The purpose of this project was to encourage children to read during and outside the school day. This project created an air of excitement throughout the building as students worked to meet their weekly reading goals.

Character education continues to be an important part of the daily school routine. Each morning the students say a respect pledge, and we continue to emphasize the character traits of trustworthiness, respect, responsibility, caring, and citizenship. Through this daily routine we continue our quest to build a responsible citizen who will go out each day and make the right choices.

Mossy Oaks Elementary continues to benefit from a strong base of parental support. We had more than 700 volunteers donating more than 7000 hours in a varied of events/activities to make our school a better place. Our PTO has sponsored wonderful family-oriented activities such as the Fall Festival and Candy Cane Lane. Through the efforts of our PTO and School Management Team we continue to provide opportunities for all to become involved in making our school a great place to be.

Our students continue to work to be the best they can be. They know that each day they can make it a great day or not, the choice is theirs. We look forward to a great 2009-2010 school year as we continue to live by our school motto of being in the right place, at the right time, doing the right thing!

Donald Gruel, Principal  
Walt Gnann School Management Team Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	66	63
Percent satisfied with learning environment	100.0%	95.4%	93.5%
Percent satisfied with social and physical environment	100.0%	89.4%	93.4%
Percent satisfied with school-home relations	100.0%	92.4%	93.3%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	219	99.5	22.1	35.6	42.3	85.6	81.8	82.8	Yes	Yes
<b>Gender</b>										
Male	116	99.1	25.5	36.4	38.2	81.8	78.2	79.3	N/A	N/A
Female	103	100	18.4	34.7	46.9	89.8	85.6	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	132	99.2	10.9	35.9	53.1	94.5	92.4	89.5	Yes	Yes
African American	65	100	40	35	25	70	71.8	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.1	92.3	I/S	I/S
Hispanic	16	100	40	33.3	26.7	80	72.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	37	97.3	65.6	18.8	15.6	50	41.7	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	58.3	25	16.7	58.3	68.1	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	105	99.1	37.5	39.6	22.9	75	73.3	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	219	99.5	24	40.9	35.1	81.3	77.3	78.9	Yes	Yes
<b>Gender</b>										
Male	116	99.1	22.7	37.3	40	81.8	75.8	77	N/A	N/A
Female	103	100	25.5	44.9	29.6	80.6	79	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	132	99.2	14.1	40.6	45.3	88.3	89.8	87.2	Yes	Yes
African American	65	100	40	41.7	18.3	68.3	62.7	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.1	93	I/S	I/S
Hispanic	16	100	40	33.3	26.7	80	71	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	37	97.3	65.6	21.9	12.5	40.6	37.5	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	41.7	50	8.3	75	69.1	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	105	99.1	38.5	45.8	15.6	69.8	66.9	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	150	100	23.6	53.5	22.9	76.4	66.1	67.5
<b>Gender</b>								
Male	82	100	25.3	46.8	27.8	74.7	66.1	67
Female	68	100	21.5	61.5	16.9	78.5	66.1	68
<b>Racial/Ethnic Group</b>								
White	90	100	12.4	57.3	30.3	87.6	82.9	79.5
African American	45	100	43.9	43.9	12.2	56.1	48.1	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.9	84.3
Hispanic	11	100	I/S	I/S	I/S	I/S	54.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	71.2
<b>Disability Status</b>								
Disabled	22	100	61.9	33.3	4.8	38.1	28.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	49.9	59.6
<b>Socio-Economic Status</b>								
Subsided meals	75	100	39.1	56.5	4.3	60.9	51.8	55.1

<b>Social Studies</b>								
All Students	147	100	16.4	50	33.6	83.6	70.3	72.3
<b>Gender</b>								
Male	76	100	16.4	43.8	39.7	83.6	70	71.5
Female	71	100	16.4	56.7	26.9	83.6	70.6	73.2
<b>Racial/Ethnic Group</b>								
White	86	100	4.8	52.4	42.9	95.2	82.6	80.7
African American	44	100	34.1	41.5	24.4	65.9	58.2	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	82.5	88.5
Hispanic	12	100	N/AV	N/AV	N/AV	63.6	60	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	72.2
<b>Disability Status</b>								
Disabled	25	100	50	36.4	13.6	50	36.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	56.2	67.9
<b>Socio-Economic Status</b>								
Subsided meals	66	100	31.1	57.4	11.5	68.9	58.6	62.1

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	219	98.2	25.5	33.7	40.9	74.5	68.6	70.2	97.1	96.4
Gender										
Male	116	97.4	30.6	32.4	36.9	69.4	61.3	63.2	97.3	96.3
Female	103	99	19.6	35.1	45.4	80.4	76.2	77.5	96.8	96.6
Racial/Ethnic Group										
White	132	97.7	18	30.5	51.6	82	82.7	79.1	97	96.4
African American	65	98.5	40	35	25	60	54.5	57.6	96.9	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.1	86.2	98.2	97.1
Hispanic	16	100	26.7	53.3	20	73.3	57.4	62.6	97.2	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70	68.7	99.2	96.3
Disability Status										
Disabled	37	91.9	75	15.6	9.4	25	23.8	26.1	96.9	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	96.1	97.8
English Proficiency										
Limited English Proficient	12	100	41.7	41.7	16.7	58.3	53.1	61.2	98	96.6
Socio-Economic Status										
Subsidized meals	104	96.2	38.9	36.8	24.2	61.1	55.9	58.9	96.9	96.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	69	98.6	25.4	27	47.6	74.6
	4	80	100	26	37.7	36.4	74
	5	70	100	14.7	41.2	44.1	85.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	69	98.6	47.6	22.2	30.2	52.4
	4	80	100	13	48.1	39	87
	5	70	100	14.7	50	35.3	85.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	36	100	39.4	39.4	21.2	60.6
	4	80	100	20.8	54.5	24.7	79.2
	5	34	100	14.7	64.7	20.6	85.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	31	100	24.1	58.6	17.2	75.9
	4	80	100	11.7	53.2	35.1	88.3
	5	36	100	20.6	35.3	44.1	79.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	68	95.6	37.1	30.6	32.3	62.9
	4	81	100	24.4	30.8	44.9	75.6
	5	70	98.6	16.2	39.7	44.1	83.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample